

2-3-1999

## CWU Faculty Senate Minutes - 02/03/1999

Marsha Brandt

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# MINUTES

## CENTRAL WASHINGTON UNIVERSITY

### FACULTY SENATE REGULAR MEETING MINUTES: February 3, 1999

<http://www.cwu.edu/~fsenate>

Presiding Officer: John Alsoszatai-Petheo

Recording Secretary: Marsha Brandt

Meeting was called to order at 3:10 p.m.

#### ROLL CALL:

**Senators:** All Senators or their Alternates were present except Adamson, Beaghan, Gray, Gunn, Hawkins, Michel, Nelson, Prigge, Soliz

**Visitors:** Loran Cutsinger, David Dauwalder, Charles McGehee, Barbara Radke, Russ Schultz, Carolyn Wells

**CHANGES TO AND APPROVAL OF AGENDA: MOTION NO. 3191 (Passed)** Luetta Monson moved and Ken Gamon seconded a motion to approve the agenda as changed, adding a motion to replace a member of the Senate Curriculum Committee in the Chair Action Items.

**APPROVAL OF MINUTES:** The minutes of the January 13, 1999, Faculty Senate meeting were approved as corrected: Add to Reports: B. Discussion Items: Chair, the following:

Bill Benson: Do we have any idea of why our salaries have gotten so low in this particular period? When we start looking at the expenditures, I start wondering how far into the future these kind of expenditures can be expected. We see institutional support on the institutional data growing from 1997 by \$1,000,000. One million dollars would go a long way in terms of beginning to solve some of these salary equity problems. Where is this one million dollars being used in institutional support? When I look at the data, Central is getting as much money as Western per capita and so on.

President Nelson: We have applied all raises as dictated by the legislature. Part of our problem is that people who have been promoted to the professorial rank have received percentage increases, but no merit. That's been since 1992. Secondly, we have the recommendations from the Faculty Senate in the applications of all salary policy which has been determined since 1992 (which has been based on what the legislature has appropriated) and those recommendations have been going across the board.

Chair Alsoszatai-Petheo yielded back his time to the Chair's Report at this point.

#### COMMUNICATIONS: (Available for viewing in the Senate Office or distribution on request)

Heckart: 1/20/99, Re: Code Committee Work Load Schedule

Heckart: 1/29/99, Re: Summer Salary Proration

#### REPORTS:

##### A. ACTION ITEMS:

##### CHAIR:

**MOTION NO. 3192 (Passed)** To replace the vacated COTS position on the Curriculum Committee with James Huckabay, Geography & Land Studies.

**ACADEMIC AFFAIRS:** Charles McGehee moved approval of the Proposed Advanced Placement (AP) Policy as follows:

**MOTION NO. 3193 (Passed)** **Proposed Advanced Placement (AP) Policy**

In November, 1998, each of the provosts at the six public baccalaureates received the following recommendation from the Interinstitutional Committee of Registrars and Admissions Officers (ICORA):

"Washington public baccalaureate institutions have facilitated student transfer among institutions by accepting college-level academic credits when awarded by regionally accredited colleges. We seek to include the transfer of Advanced Placement (AP) credit under our statewide agreement. To this end, the Washington public baccalaureate institutions have adopted the following AP transfer-credit policy.

'Credit awarded for an AP score of 3 or better will be accepted in transfer from Washington regionally accredited institutions. These credits will transfer as elective credit, or will apply to general education or major requirements as specified by the receiving institution's AP credit policies.'

The Faculty Senate Academic Affairs Committee recommends adoption of this policy.

Rationale:

Currently, CWU's AP policy leaves to departments to decide whether to allow AP credits in the major and, if so, in lieu of which courses and for how many credits. Further, if a department denies AP credit completely (as does the Art dept, for instance), the University does not accept the transfer AP at all even if the transfer school had awarded credit. We do, however, honor AP credits for transfers with AA degrees as part of the 90 credits, but not necessarily for the AP. It simply is not questioned. It is a "gray area."

The proposed policy brings CWU's policy in line with the other four-years state institutions as well as clarifies and adds to our existing policy. The proposed policy would not change existing departmental rights or practice. It would, however, allow CWU explicitly to accept in transfer as free electives AP scores of 3 or better. Departments will continue to determine the acceptability of AP credits in their majors. For these reasons, the Academic Affairs Committee recommends adoption.

Charles McGehee moved approval of the Graduation Check Policy as follows:

**MOTION NO. 3194 (Passed)      Graduation Check**

On October 26, 1998, the Faculty Senate Executive Committee charged the Academic Affairs Committee to examine the possibility and advisability of moving the graduation check process back one quarter to prevent situations where deficiencies are discovered too late for students to remedy them.

The Academic Affairs Committee has examined this question and makes the following recommendation:

**The deadline for application for graduation should be moved from the last day of the quarter preceding planned graduation to Friday of the first week of instruction of the quarter preceding planned graduation.**

Rationale:

As it currently stands, students are required to apply for graduation no later than the end of the quarter preceding planned graduation. The purpose of this policy is to enable the Registrar's office to check to see if the student has or will have completed all graduation requirements prior to graduation. If deficiencies are discovered, the student is informed of them and instructed to correct them. While many deficiencies may be corrected easily, signed approval of electives already taken, for instance, some deficiencies are not as easily erased, taking additional course work, for example.

The evaluation process may take several weeks, and while most students apply early enough to most deficiencies may be corrected, the deadline of the end of the quarter preceding planned graduation may be too late sign up for necessary course work, since preregistration for the forthcoming quarter may already have passed.

It is clear that simply moving the deadline backwards will not necessarily eliminate the problem, especially if the deficiency involves several courses, especially if prerequisites are involved, or if needed courses are not offered during the quarter in question. While it would be possible to move the deadline back even earlier in order to anticipate all deficiencies, this seems unreasonable in that a deadline that comes too early not only loses its effectiveness since it is no longer a deadline, and the process comes more to resemble advising.

The Committee is would also like to observe that graduation deficiencies are highly advising dependent and that better advising would eliminate many of the undetected deficiencies now encountered. The Committee also believes that CAPS, when fully implemented, will likely have the effect of reducing the number of deficiencies even mo

Still, in some instances deficiencies may be correctable if given time to enroll for additional course work. The Committee believes that placing the deadline at the first of

the quarter prior to planned graduation, may give some students the opportunity to enroll via add-drop at the outset of the quarter, but in any event would give others the possibility of preregistering for courses for the final quarter. For this reason, we recommend moving the date to the first week of instruction of the quarter prior to planned graduation. We recommend Friday of that week to allow students a few days to collect their thoughts which otherwise may be occupied with registration.

**CURRICULUM COMMITTEE:** Luetta Monson moved approval of changes to the General Education Program as follows:

**MOTION NO. 3195 (Passed)**

To replace ECON 356 with ECON 201 under II. Social and Behavioral Sciences, Perceptions on the Cultures and Experiences of the United States.

**MOTION NO. 3196 (Passed)**

To delete BSED 316 and EDCS 316 from Basic Skills Requirements.

**MOTION NO. 3197 (Failed: 13 Aye, 17 Nay)**

To change prerequisite for CHEM 181 to \*knowledge of high school algebra. High school chemistry is recommended\*

**B. DISCUSSION ITEMS:**

**1. CHAIR:**

**Academic Calendar:** Chair Alsoszatai-Petheo noted that the Academic Calendar for 2000/2001 should have been brought before the entire Senate for consideration and comment. Charles McGehee confirmed that the Academic Affairs Handbook passed by the Senate at its meeting of April 30, 1997, made provision for Senate review and comment of the Academic Calendar. The policy states: "The University calendar will be established annually by the Provost and the President's cabinet. The Registrar is responsible for initiating and developing the calendar incorporating review and comments by the Office of Human Resources, Athletic Director, Department Chairs' Organization, Academic Affairs and Faculty Senate." The calendar will be put on the Senate's future agendas for its January meetings.

**Legislative Subcommittee:** The answer to the critical issue, "Do we have any idea why our salaries have gotten so low in this particular period?" is 'We don't know what happened to that money.' The response of Trustee Glover is to propose the following draft motion which will be presented at the February 12<sup>th</sup> Board of Trustees meeting: "The Board of Trustees directs the administration of Central Washington University to take the following actions: 1) initiate and strengthen those policies and practices that increase the faculty salary base and also address existing problems of faculty salary compression, salary equity, and merit; 2) revise those administrative policies and practices that have served to diminish the faculty salary base; and 3) include a progress report on actions related to faculty salaries as part of the academic affairs report at each regular Board of Trustees' meeting.

**Code Committee Work Load:** Chair Alsoszatai-Petheo shared Beverly Heckart's letter of January 20, 1999, to President Nelson regarding the work load of the Code Committee which is substantial and which prompts Chair Heckart to request a postponement of the Board of Trustees' consideration of the items listed in the letter as they are produced by the Code Committee. (Copy available in Faculty Senate Office) Coordination is taking place between the Code Committee and other committees (i.e., Equity) working on similar categories. Chair Alsoszatai-Petheo shared his response to the Code committee which included a request to avoid bringing the committee's work to the Senate in a single packet and to allow senators sufficient time to consider the motions.

**2. CHAIR ELECT:**

**University Forum:** Chair Elect Beath shared information regarding the University Forum. As a part of the deliberations, Beverly Heckart, Code Committee Chair, sent the College and University Government Document: Statement on Government in Colleges and Universities (published by the American Association of University Professors). It outlines the tri-part responsibilities of a Board of Trustees, of administration, and faculty at universities. This document is scanned into the University Forum minutes. Chair Elect Beath encouraged senators to read the four or five pages which discuss "working together." The original statement published in the 1940's was the basis for the shared-governance model at Central. The model speaks of shared authority and makes it very clear that the faculty because they are primarily responsible for the instruction at a university have



Salary Inequity Committee and now have to wait for their results. We are adhering to their request that nothing be done about inequities until they have finished their survey and consultations."

**CURRICULUM COMMITTEE -**

Luetta Monson had no further report other than the above action items.

**PERSONNEL COMMITTEE -**

Robert Perkins' report was read into the record: "The Personnel Committee has almost finalized their draft of their report concerning part time and are now talking to part-timers themselves regarding issues. They should be coordinating their findings with the Code Committee soon to finalize report language."

**PUBLIC AFFAIRS COMMITTEE**

Linda Beath reported that the Public Affairs Committee had e-mailed Richard Alumbaugh's (Faculty Legislative Representative) report regarding his meeting with state legislators to all Senators. As more information becomes available, it will be distributed also.

**ADJOURNMENT:** The meeting adjourned at 5:00 p.m.

\*\*\*NEXT REGULAR FACULTY SENATE MEETING:, February 17, 1999\*\*\*

**BARGE 412**



primary responsibility for issues of personnel, curriculum, and budget as they relate to the instructional side of a university. As a consequence of reading the AAUP Statement, Linda asked "What kind of institution do I want to be involved with during my professional life?" at the January 26<sup>th</sup> University Forum meeting. At the next University Form (2/2/9) perceived core values of the institution will be discussed. Please send comments to the Senate Office ([senate@cwu.edu](mailto:senate@cwu.edu)) so Linda can share them at the Forums.

3. **SENATE CONCERNS:** Chair Alsoszatai-Petheo introduced this new feature of the Senate meeting. It has been brought to his attention that one of the things a Senate ought to be about is an opportunity to discuss common concerns/interests. The actual nature of Senate meetings is so formal in many respects that it does not allow for such things. If interest is demonstrated, Senate Concerns will become a regular feature of the agenda.

**Gamon:** If the Forum was the President's solution to what's ailing us, how are the solutions proceeding?

**Alsoszatai-Petheo:** There is misunderstanding about what the Forum is in terms of how it came about, what its genesis is, what its aims are, etc. The Senate Chair has tried to clarify that in an e-mail of December 1, 1998, to all faculty. (Copy can be forwarded upon request.) The Forum is in response to a motion of the Board of Trustees. There was some leeway in terms of the format. The Senate requested that one of the faculty representatives be a part-time faculty member; that the meetings be public, taped, and recorded; that concerns and questions of the campus community be forwarded and discussed. The original set-up from the Board was to have feed back as to how the University is proceeding on the six items the Senate and the Board passed in October.

**Beath:** The perceptions of the problems are varied. It is too early to state solutions because two of the administrators are new to Central and need time to understand the issues. The Forum is conducted in an atmosphere of mutual trust.

**Uebelacker:** Since the Forum is labeled "University" Forum, how much involvement is occurring from the faculty - how many people are participating?

**Beath:** Many are participating by e-mail. Faculty are welcome to attend. There is a comment session at the end of the meetings. As many faculty as want to may attend. It is an open meeting.

**Benson:** The faculty overwhelmingly voted for collective bargaining and overwhelmingly repudiated this particular president stating a lack of confidence in his ability to lead us through a difficult period. What we are dealing with is what sociologists call a co-optive arrangement where agenda is being set with an institutional agreed upon set of questions that the Board of Trustees is interested in, but which do not speak to what the vast majority of faculty are interested in. Are faculty issues being addressed or is the administration addressing administration issues. Trustee Glover has taken the initiative to address salary savings. There are all kinds of issues. As faculty, we all want an administration which will put faculty and students into the center of things, to allow the faculty to teach, to address the priorities. Another issue is: "what is the ASSP Program?" - 1% of every dollar coming into this institution is going to this, perhaps, excellent improvement on our accounting and computers, etc., but every dollar that is taken is a dollar away from instruction and the ability to hire faculty, etc. It is always a question of priorities.

**Alsoszatai-Petheo:** The University Forum is not intended for a replacement for everything you suggest. The more we can express ourselves, and the more we speak up publicly, the better.

4. **PRESIDENT:** No Report (Out of Town)

5. **FACULTY SENATE STANDING COMMITTEE REPORTS:**

**ACADEMIC AFFAIRS COMMITTEE -**

Charles McGehee had no further report other than the above action items.

**BUDGET COMMITTEE -**

Lad Holden reported that at the combined Code/Budget/Equity Committee meeting, the Equity Committee pointed out that they are dealing only with past inequities due to past values and that any future inequity and future values have to come out of discussions of the Code Committee. Therefore, when you consider what the Code Committee wrote about definition of salary inequity, there are two possible definitions: 1) what happened in the past, and 2) what will happen in the future. Those are two completely different things. The Inequity Study will determine what were the past values and take care of inequities based on those. Perhaps in the future those values will change.

**CODE COMMITTEE -**

Beverly Heckart's report was read into the record: "Report for the Code Committee the basis of the list in the letter to Ivory. You can say that the Budget and Code Committees are cooperating diligently on the matter of salary policy and the rectifying of inequities. We have already had a joint meeting with the Faculty

## **AGENDA**

### **FACULTY SENATE REGULAR MEETING**

**3:10 p.m., Wednesday, February 3, 1999**

**BARGE 412**

### **INTERACTIVE CONNECTION: SEATAC**

#### **I. ROLL CALL**

#### **II. Motion: CHANGES TO AND APPROVAL OF AGENDA**

#### **III. APPROVAL OF MINUTES**

#### **IV. COMMUNICATIONS**

#### **V. REPORTS/ACTION ITEMS**

**Chair:**

**Academic Affairs Committee:**

**MOTION: Proposed Advanced Placement (AP) Policy (Pg. 2)**

**MOTION: Graduation Check (Pg. 3)**

**Curriculum Committee: General Education Program Changes**

**MOTION: Replace ECON 356 with ECON 201 under II. Social and Behavioral Sciences, Perceptions on the Cultures and Experiences of the United States.**

**MOTION: Delete BSED 316 and EDCS 316 from Basic Skills Requirements.**

**MOTION: Change prerequisite for CHEM 181 to \*knowledge of high school algebra. High school chemistry is recommended.\***

#### **VI. REPORTS/DISCUSSION ITEMS**

**1. CHAIR (10 min.)**

**2. CHAIR ELECT (10 min.)**

**3. PRESIDENT (10 min.)**

**4. SENATE CONCERNS (15 min.)**

**5. SENATE COMMITTEES (35 min.)**

**Academic Affairs Committee: Charles McGehee**

**Budget Committee: Barney Erickson**

**Code Committee: Beverly Heckart**

**Curriculum Committee: Luetta Monson**

**Personnel Committee: Robert Perkins**

**Public Affairs Committee: Linda Beath**

#### **VII. NEW BUSINESS**

#### **VIII. OLD BUSINESS**

#### **IX. ADJOURNMENT**

**\*\*\*NEXT REGULAR SENATE MEETING: February 17, 1999\*\*\***

**BARGE 412**



MEMO

TO: Faculty Senate Executive Committee  
FROM: Faculty Senate Academic Affairs Committee  
DATE: January 20, 1999  
RE: **Proposed Advanced Placement (AP) Policy**

In November, 1998, each of the provosts at the six public baccalaureates received the following recommendation from the Interinstitutional Committee of Registrars and Admissions Officers (ICORA):

"Washington public baccalaureate institutions have facilitated student transfer among institutions by accepting college-level academic credits when awarded by regionally accredited colleges. We seek to include the transfer of Advanced Placement (AP) credit under our statewide agreement. To this end, the Washington public baccalaureate institutions have adopted the following AP transfer-credit policy.

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The proposed policy brings CWU's policy in line with the other four-years state institutions as well as clarifies and adds to our existing policy. The proposed policy would not change existing departmental rights or practice. It would, however, allow CWU explicitly to accept in transfer as free electives AP scores of 3 or better. Departments will continue to determine the acceptability of AP credits in their majors. For these reasons, the Academic Affairs Committee recommends adoption.



**MEMO**

**TO:** Faculty Senate Executive Committee  
**FROM:** Faculty Senate Academic Affairs Committee  
**DATE:** January 21, 1999  
**RE:** **Graduation Check**

On October 26, 1998, the Faculty Senate Executive Committee charged the Academic Affairs Committee to examine the possibility and advisability of moving the graduation check process back one quarter to prevent situations where deficiencies are discovered too late for students to remedy them.

The Academic Affairs Committee has examined this question and makes the following recommendation:

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**Rationale:**

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The evaluation process may take several weeks, and while most students apply early enough to most deficiencies may be corrected, the deadline of the end of the quarter preceding planned graduation may be too late sign up for necessary course work, since preregistration for the forthcoming quarter may already have passed.

It is clear that simply moving the deadline backwards will not necessarily eliminate the problem, especially if the deficiency involves several courses, especially if prerequisites are involved, or if needed courses are not offered during the quarter in question. While it would be possible to move the deadline back even earlier in order to anticipate all deficiencies, this seems unreasonable in that a deadline that comes too early not only loses its effectiveness since it is no longer a deadline, and the process comes more to resemble advising.

The Committee would also like to observe that graduation deficiencies are highly advising dependent and that better advising would eliminate many of the undetected deficiencies now encountered. The Committee also believes that CAPS, when fully implemented, will likely have the effect of reducing the number of deficiencies even more.

Still, in some instances deficiencies may be correctable if given time to enroll for additional course work. The Committee believes that placing the deadline at the first of the quarter prior to planned graduation, may give some students the opportunity to enroll via add-drop at the outset of the quarter, but in any event would give others the possibility of preregistering for courses for the final quarter. For this reason, we recommend moving the date to the first week of instruction of the quarter prior to planned graduation. We recommend Friday of that week to allow students a few days to collect their thoughts which otherwise may be occupied with registration.

**Date: February 3, 1999**

## VISITOR SIGN-IN SHEET

Charley W. Miller  
Barbara Radice  
K. S. Schell

**Please sign your name and return sheet to Faculty Senate secretary directly after the meeting.**

**Thank you.**



ROLL CALL 1998-99

FACULTY SENATE MEETING: 2/3/99

☒ ADAMSON, Karen  
☒ ALSOSZATAI-PETHEO, John  
☒ BAXTER, Louise  
☒ BEAGHAN, Jim  
☒ BENSON, William  
☒ BLACKETT, Robert  
☒ BRAUNSTEIN, Michael  
☒ BRODERSON, Bret  
☒ BULLOCK, John  
☒ COCHEBA, Don  
☒ D'ACQUISTO, Leo  
☒ DeVIETTI, Terry  
☒ ELY, Lisa  
☒ EMMANS, Cindy  
☒ FORDAN, Robert  
☒ GAMON, Ken  
☒ GRAY, Loretta  
☒ GUNN, Gerald  
☒ HAWKINS, Jim  
☒ HOOD, Webster  
☒ KAMINSKI, Walter  
☒ LEWIS, Keith  
☒ MICHEL, John  
☒ MONSON, Luetta  
☒ MUSTAIN, Wendy  
☒ NELSON, Joshua  
☒ NGALAMULUME, Kalala  
☒ OWENS, Patrick  
☒ PRIGGE, Debra  
☒ RICHMOND, Lynn  
☒ SALCEDO, Bill  
☒ SCHAEFER, Todd  
☒ SCHWING, James  
☒ SOLIZ, Jean  
☒ SPENCER, Andrew  
☒ STACY, Gerald  
☒ THYFAULT, Alberta  
☒ UBELACKER, Morris  
☒ WILLIAMS, Wendy  
☒ WILSON, Blaine  
☒ WYATT, Marla

*Visitors* →

☐ HOLTFRETER, Robert  
☐ HACKENBERGER, Steven  
☒ RAUBESON, Linda  
☐ vacant  
☐ DUGAN, Jack  
  
☐ PALMQUIST, Bruce  
  
☐ KURTZ, Martha  
☐ GHOSH, Koushik  
  
☐ COLLINS, James  
☐ GAZIS, Carey  
☐ BEATH, Linda  
☐ GARRETT, Roger  
☐ HARPER, James  
☐ POWELL, Joe  
☐ FAIRBURN, Wayne  
☐ VASEK, Cheri  
☐ BURKHOLDER, Peter  
☒ HOLDEN, Lad  
☒ BACH, Glen  
☐ GAUSE, Tom  
☐ WOODCOCK, Don  
☐ JEFFERIES, Stephen  
☐ LEFKOWITZ, Natalie  
☐ HECKART, Beverly  
☐ CANNASCATO, Daniel  
☐ CAPLES, Minerva  
☐ BRADLEY, James  
  
☐ WIRTH, Rex  
☐ DONAHUE, Barry  
☐ OLIVERO, Michael  
☐ SNEDEKER, Jeff  
☐ ABDALLA, Laila  
☒ MADLEY, Susan  
☐ ALWIN, John  
☐ WEYANDT, Lisa  
☐ BERTELSON, Cathy  
☐ SCHACTLER, Carolyn



## CENTRAL WASHINGTON UNIVERSITY

Faculty Senate

January 29, 1999

Mr. David Dauwalder, Provost  
Office of Academic Affairs  
Campus--7503

Dear David:

In a letter dated December 8, 1998 the Faculty Senate Code Committee drew your attention to the fact that Faculty Code Section 15.30 makes no provision for prorating summer salaries on the basis of student enrollment. It has now come to our attention that the university's administration, not only in clear violation of the Code but in the face of extreme dissatisfaction over salaries and the commercialization of the university, this proposed action only corroborates faculty concerns about the university's commitment to shared governance.

In response to the administration's proposed policy on prorating summer courses, the Code Committee recommends that you advise the academic deans to stop all plans immediately to prorate salaries on the basis of enrollment for summer sessions, 1999. There is no compelling reason to continue the practice. In the 1998 summer the university profited by over one-half million dollars. The anticipated profit for summer 1999, though estimated to be lower, is still projected to exceed one-half million dollars. The Code Committee understands that this profit may be used to benefit faculty in a variety of ways, but it sees no reason to deprive individual faculty of full salary for a class actually taught because of the vagaries of who knows what.

Through prudent planning, based on current trends, it is possible, for the most part, to plan summer school so that a department as a whole but makes a profit while maintaining program integrity. Colleges and departments are able to balance one faculty member's good enrollment with another's low enrollment. In subsequent summers, the individual faculty members' situation might reverse. The same holds true for colleges as a whole. In one recent Faculty Forum, a dean argued that we should begin to look at the university holistically. The Code Committee recommends that this practice begin with summer school, 1999.

A related summer school issue has also come to our attention. We understand that individual college plan to continue the practice of awarding salary bonuses to those faculty whose graduate students

David Dauwalder, Provost  
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complete theses during summer 1999. The Code Committee was charged at the beginning of this year with finding a substitute for that practice. Additionally, the university's auditor has requested from us an interpretation regarding the award of credit for individual studies and theses supervision during the regular academic year (Faculty Code Section 7.20). The Code Committee has devised a solution to both these problems that responds to these requests. We will greatly appreciate discussing this matter with you as quickly as possible (See below.). If we agree on a policy for this problem, such agreement should address the payment of such bonuses for summer school, 1999.

Several years ago, the Code Committee, after an extremely uncomfortable meeting with the university's auditor, met with you and the deans to plead that some consistency among schools occur with respect to the administration of policies enunciated in the Faculty Code and in other places. We did so in the spirit of collaboration with the deans. We never again wanted to be placed in the position to undermine the deans' desire to benefit the faculty as much as they can. The current plans for summer school ignore our past cooperative and respectful spirit and set the scene for further dissatisfaction among the faculty and confrontation with the administration.

We will appreciate your stopping all current plans for proration of faculty salaries on the basis of enrollment during summer sessions, 1999. We have made an appointment to discuss this and other matters with you (documents to be supplied subsequently) on February 10 from 3-5 p.m. The complete committee can only meet on Wednesdays at that time because of our heavy teaching loads and disparate schedules. Thank you for your consideration in this matter.

Sincerely,

  
Beverly Heckart, Chair  
Faculty Senate Code Committee

cc. John Alsoszatai-Petheo, Chair  
Faculty Senate





# CENTRAL WASHINGTON UNIVERSITY

Faculty Senate

January 20, 1999

Mr. Ivory Nelson, President  
Campus--7501

Dear Ivory:

The Faculty Senate Code Committee respectfully requests the Board of Trustees to accept this academic year's code proposals for placement on the agenda of its June meeting. Delivering the proposals to the Board before the June meeting will mean that the Code Committee, in order to meet the public hearing requirements of the Code, the necessity to consult with president and provost, and the obligation to provide for deliberation and vote of the Senate, would have to complete its work by the end of February 1999. That is, for this year, an impossible task. We have received so many charges from the Faculty Senate Executive Committee, the President and the Provost, many of which must be deliberated and decided upon in conjunction with other committees, that we cannot finish within the month and a half remaining to us if the Board requires the receipt of the proposals before its May meeting.

Below appears a list of issues currently being considered by the Code Committee:

- I. Salaries (in conjunction with the Budget Committee)
  - A. Mechanism to allow full professors advance up the salary scale (charge from President and Provost)
  - B. Definition of salary inequity (charge from the provost)
  - C. Design of a process to apply results of the faculty salary equity study
  - D. Make uniform provision for department chairs to receive merit and promotion (charge from the provost)
  - E. Definition of prior professional experience as it relates to initial salary step (charge from the Executive Committee)
- II. Load
  - A. Devise a method to compensate faculty who take individual studies and thesis students as overload (requested interpretation from the university auditor)
  - B. Devise a better way of counting contact hour load for laboratory instruction (charge from the Executive Committee)

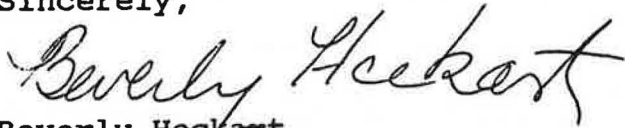
Ivory Nelson, President  
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- C. Make summer school load more consonant with the load for the academic year (charge from the Executive Committee)
- III. Participation of Adjuncts in University Governance (in conjunction with the Personnel Committee)
- IV. Performance Review for Promotion, Merit, Reappointment, Tenured Faculty (charge from the provost)
- V. Distance Education (unfinished business from last year)
- VI. Grievance Procedure: request of the Executive Committee to create more flexibility in the appointment procedure
- VII. Code Formatting: request of president's secretary to develop consistent capitalization and punctuation

The Code Committee has worked diligently since the beginning of this academic year, but the desirable consultation with other committees takes time. In addition the situation has arisen that all members of the Code Committee, due to heavy and disparate faculty teaching loads, can only meet on Wednesday afternoons at the same time that the Senate does. One committee member is a senator and two are alternate senators, which means that the Code Committee cannot convene on Senate meeting days. Thus our meeting times are limited.

Please be aware that the Code Committee takes seriously the injunctions of the Faculty Code providing for the fullest participation of the faculty in finalizing code proposals. That process takes time, and we will appreciate the Board's understanding in receiving Code proposals for its June agenda.

Sincerely,



Beverly Heckart  
Chair, Faculty Senate Code Committee

cc. John Alsoszatai-Petheo, Chair  
Faculty Senate

# COMPARISON OF ADVANCED PLACEMENT CREDIT POLICIES

| EXAM TITLE                             | CEEB<br>Semester |                        | WWU<br>Quarter |                        | UW<br>Quarter |                        | CWU<br>Quarter |                        | EWU<br>Quarter |                        | WSU<br>Semester |                        | EVERGREEN<br>Quarter |                        |
|--|------------------|------------------------|----------------|------------------------|---------------|------------------------|----------------|------------------------|----------------|------------------------|-----------------|------------------------|----------------------|------------------------|
|  | min<br>grade     | min./<br>max<br>credit | min<br>grade   | min./<br>max<br>credit | Min<br>Grade  | min./<br>max<br>credit | min<br>grade   | min./<br>max<br>credit | min<br>grade   | min./<br>max<br>credit | min<br>grade    | min./<br>max<br>credit | min<br>grade         | min./<br>max<br>credit |
| <b>GOVERNMENT</b>                      |                  |                        |                |                        |               |                        |                |                        |                |                        |                 |                        |                      |                        |
| Government & Politics-<br>Comparative  | 3                | 3                      | 3              | 5                      | 4             | 5                      | 5              | W                      | 3              | 5                      | 3               | 3                      | 3                    | 8                      |
| Government & Politics – U.S.           | 3                | 3                      | 3              | 5                      | 4             | 5                      | 5              | W                      | 3              | 5                      | 3               | 3                      | 3                    | 8                      |
| <b>HISTORY</b>                         |                  |                        |                |                        |               |                        |                |                        |                |                        |                 |                        |                      |                        |
| History European                       | 3                | 6                      | 3              | 5                      | 4             | 5                      | 3              | 5                      | 3              | 5-10                   | 3               | 3-6                    | 3                    | 8                      |
| History – United States                | 3                | 6                      | 3              | 10                     | 4             | 5                      | 3 (4,5)        | 5- (10)                | 3              | 5-10                   | 3               | 3-6                    | 3                    | 8                      |
| <b>MATHEMATICS</b>                     |                  |                        |                |                        |               |                        |                |                        |                |                        |                 |                        |                      |                        |
| Mathematics – Calculus AB              | 3                | 3-4                    | 3              | 5                      | (3-4) 5       | (5) – 10               | 3              | 5                      | 3              | 5                      | 3               | 4                      | 3                    | 8                      |
| Mathematics – Calculus BC              | 3                | 6-8                    | 3              | 5                      | 3 (4-5)       | 5 – (10)               | 3              | 10                     | 3              | 5-10                   | 3               | 8                      | 3                    | 8                      |
| <b>MUSIC</b>                           |                  |                        |                |                        |               |                        |                |                        |                |                        |                 |                        |                      |                        |
| Music Listening/Literature             |                  |                        |                |                        | NC            |                        | NC             |                        |                |                        | 3               | 3                      |                      |                        |
| Music Theory                           | 3                | 6                      |                |                        | NC            |                        | NC             |                        | 4              | 12                     | 3               | 2                      | 3                    | 8                      |
| <b>PHYSICS</b>                         |                  |                        |                |                        |               |                        |                |                        |                |                        |                 |                        |                      |                        |
| Physics B                              | 3                | 6-8                    |                |                        | 4             | W                      | 4              | W                      | 4              | 4-12                   | 3               | 6                      | 3                    | 8                      |
| Physics C (Mechanics)                  | 3                | 3-4                    | 3              | 5                      | 4             | W                      | 4              | W                      | UR             | UR                     | 3               | 3                      | 3                    | 8                      |
| Physics C (Electricity &<br>Magnetism) | 3                | 3-4                    |                |                        | 4             | W                      | 4              | W                      | UR             | UR                     | 3               | 3                      | 3                    | 8                      |
| <b>PSYCHOLOGY</b>                      |                  |                        |                |                        |               |                        |                |                        |                |                        |                 |                        |                      |                        |
| Psychology                             | 3                | 3                      |                |                        | 4             | 5                      | 4              | 5                      | 4              | 5                      | 3               | 3                      | 3                    | 8                      |

W=Course Waiver Granted

NC= no credit

UR=under review

**NOTE:** This table does not address course equivalencies.

## COMPARISON OF ADVANCED PLACEMENT CREDIT POLICIES

| EXAM TITLE                     | CEEB<br>Semester |                        | WWU<br>Quarter |                        | UW<br>Quarter |                        | CWU<br>Quarter |                        | EWU<br>Quarter |                        | WSU<br>Semester |                        | EVERGREEN<br>Quarter |                        |
|--------------------------------|------------------|------------------------|----------------|------------------------|---------------|------------------------|----------------|------------------------|----------------|------------------------|-----------------|------------------------|----------------------|------------------------|
|                                | min<br>grade     | min./<br>max<br>credit | min<br>grade   | min./<br>max<br>credit | Min<br>Grade  | min./<br>max<br>credit | min<br>grade   | min./<br>max<br>credit | min<br>grade   | min./<br>max<br>credit | min<br>grade    | min./<br>max<br>credit | min<br>grade         | min./<br>max<br>credit |
| <b>ART</b>                     |                  |                        |                |                        |               |                        |                |                        |                |                        |                 |                        |                      |                        |
| History of Art                 | 3                | 6                      |                |                        | 4-5           | 5-10                   | NC             |                        | 5              | 5                      | 3               | 3                      | 3                    | 8                      |
| Studio Art – Drawing portfolio | 3                | 6                      |                |                        | NC            |                        | NC             |                        | 5              | 5                      | 3               | 3                      | 3                    | 8                      |
| Studio – Art General portfolio | 3                | 6                      |                |                        | NC            |                        | NC             |                        | 5              | 5                      | 3               | 3                      | 3                    | 8                      |
| <b>BIOLOGY</b>                 |                  |                        |                |                        |               |                        |                |                        |                |                        |                 |                        |                      |                        |
| Biology                        | 3                | 8                      | 3              | 8                      | 4             | 10                     | 3 (4,5)        | 5- (10)                | 4              | 12                     | 3               | 8                      | 3                    | 8                      |
| <b>CHEMISTRY</b>               |                  |                        |                |                        |               |                        |                |                        |                |                        |                 |                        |                      |                        |
| Chemistry                      | 3                | 8                      | 3              | 10                     | NC            |                        | 3              | 5-13                   | 3              | 5-15                   | 3               | 3                      | 3                    | 8                      |
| <b>COMPUTER SCIENCE</b>        |                  |                        |                |                        |               |                        |                |                        |                |                        |                 |                        |                      |                        |
| Computer Science A             | 3                | 3-4                    | 3              | 5                      | 4             | 4                      | (3,4) 5        | (4) 8                  | 3              | 5                      | 3               | 3                      | 3                    | 8                      |
| Computer Science AB            | 3                | 6-8                    | 3              | 5                      | 3             | 4                      | (3,4) 5        | (4) 12                 | UR             | UR                     | 3               | 4                      | 3                    | 8                      |
| <b>ECONOMICS</b>               |                  |                        |                |                        |               |                        |                |                        |                |                        |                 |                        |                      |                        |
| Economics – Microeconomics     | 3                | 3                      | 4              | 4                      | NC            |                        | 3              | 5                      | 4              | 5                      | 3               | 3                      | 3                    | 8                      |
| Economics – Macroeconomics     | 3                | 3                      | 4              | 4                      | NC            |                        | 3              | 5                      | 4              | 5                      | 3               | 3                      | 3                    | 8                      |
| <b>ENGLISH</b>                 |                  |                        |                |                        |               |                        |                |                        |                |                        |                 |                        |                      |                        |
| English – Language & Comp      | 3                | 6                      | 3              | 8                      | 4             | 5                      | 3              | 3                      | 4              | 5-10                   | 4               | 3                      | 3                    | 8                      |
| English – Lit & Comp           | 3                | 6                      | 3              | 8                      | 4             | 5                      | 3              | 4                      | 4              | 5-10                   | 4               | 6                      | 3                    | 8                      |
| <b>LANGUAGE</b>                |                  |                        |                |                        |               |                        |                |                        |                |                        |                 |                        |                      |                        |
| French Language                | 3                | 6-8                    |                |                        | 3-4-5         | 5-10-15                | 3-4-5          | 5-10-15                | 3              | 5-15                   | 3               | 4-4+                   | 3                    | 8                      |
| French Literature              | 3                | 6-12                   |                |                        | 3-4-5         | 5-10-15                |                |                        |                |                        | 3               | 3                      | 3                    | 8                      |
| German Language                | 3                | 6-8                    |                |                        | 3-4-5         | 5-10-15                | 3-4-5          | 5-10-15                | 3              | 5-15                   | 3               | 4-4+                   | 3                    | 8                      |
| Latin – Vergil                 | 3                | 6-8                    |                |                        | 3 (4-5)       | 5 – (10)               |                |                        |                |                        | 3               | 4                      | 3                    | 8                      |
| Latin – Latin Literature       | 3                | 6-8                    |                |                        | 3 (4-5)       | 5 – (10)               |                |                        |                |                        | 3               | 3                      | 3                    | 8                      |
| Spanish – Language             | 3                | 6-8                    |                |                        | 3-4-5         | 5-10-15                | 3-4-5          | 5-10-15                | 3              | 5-15                   | 3               | 4-4+                   | 3                    | 8                      |
| Spanish – Literature           | 3                | 6-12                   |                |                        | 3-4-5         | 5-10-15                |                |                        |                |                        | 3               | 3                      | 3                    | 8                      |

W=Course Waiver Granted

NC= no credit

UR=under review



## COURSE CHANGES INCLUDING DELETIONS

## CURRICULUM TRANSMITTAL FORM

PLEASE TYPE -- THIS FORM WILL BE USED AS OFFICIAL NOTIFICATION FOR CHANGES TO THE ON-LINE AND PRINTED CATALOG..

Department ChemistryDate 12-11-98

Does this proposal affect programs for the preparation of school personnel?

Yes \_\_\_\_\_ No X

(If yes, this proposal must be routed through the Dean of Professional Studies for review by the appropriate Center Committee.)

Brief Description of Proposal for Curriculum Summary log (10 words or less): Course description change.

Clarify prerequisite

Course Change \_\_\_\_\_ Prefix \_\_\_\_\_ Number \_\_\_\_\_ Credits \_\_\_\_\_ Title \_\_\_\_\_

Description X Course Deletion \_\_\_\_\_ Effective \_\_\_\_\_

Course as it appears in the on-line catalog:

Prefix CHEM Number 181 Credits 4 Contact Hours 4Title General ChemistryDescription: Prerequisites, high school chemistry and qualification for MATH 163.1 or math placement exam, or permission.

Proposed change(s) (fill in changed section only):

Prefix \_\_\_\_\_ Number \_\_\_\_\_ Credits \_\_\_\_\_ Contact Hours \_\_\_\_\_

Title: \_\_\_\_\_

Description (25 words or less): Prerequisite, permission of instructor. May be repeated for credit. Prerequisite, knowledge of high school algebra. High school chemistry is recommended.

## I. BACKGROUND AND RATIONALE FOR DELETIONS OR CHANGES

Attach information following this format:

1. Justification for the change or deletion.
2. Department(s) affected by the change or deletion. Attach approval letter from the chair of department affected.

## II. COURSE DELETION

Attach information following this format:

1. Number of students ordinarily enrolled in the course.
2. Impact on department load.
3. Related curriculum changes that will result from this proposed deletion.

## III. COURSE CHANGE DESCRIPTIONS

Attach changes following this format:

1. Prefix
2. Number
3. Title -- Concisely and accurately describe the subject matter of the course.
4. Credits
5. Prerequisites -- State in terms of specific courses, minimum number of credits, skills or permission. Prerequisites are appropriate if:
  - a. Certain basic skills are needed for success in the course.
  - b. A course is one of a sequence.
  - c. A certain level of maturity and familiarity with the language of the discipline is necessary for success.
6. Course Description -- Describe content not methodology in twenty-five (25) words or less. Not necessary if course title is self-explanatory.
7. Examples of other qualifications or restrictions:
  - a. Not to be counted in major.
  - b. May be repeated for credit (when subject matter differs) (to a maximum of \_\_\_\_\_ credits).
  - c. Same as ANTH 480. Students shall not receive credit for both.

This course is a prerequisite for the following course(s) CHEM 182This course is cross listed with the following course(s) None

| APPROVALS                                     | Signature           | Date     |
|---|---------------------|----------|
| Originator:                                   | <i>David Lygre</i>  | 12-11-98 |
| Department Chair:                             | <i>John De Luca</i> | 12/11/98 |
| Dean: (Academic Services initial when         | <i>Mark Street</i>  | 12/11/98 |
| Dean of Professional Studies (if applicable): |                     |          |
| Dean of Graduate Studies (if applicable):     |                     |          |
| FSCC/Senate Chair                             |                     |          |

Approved by the FSCC-- 1-21-99Forwarded to catalog -- 1-22-99

Distribution:

 Provost office  
 Registrar/Graduate Office  
 Dean's Office  
 Department/Program

Approved 1-21-99  
 5/19/94 Approved Faculty and 2-3-99

SEE REVERSE FOR QUESTIONS



## I. Background and Rationale

### 1. Justification

The current description deters students who should take Chem 181 from taking the course; they enroll in Chem 111 instead and then take Chem 181. Algebra is the mathematics needed in the course.

### 2. Department(s) affected by the change Chemistry (only)

## II. Course Deletion - N/A

## III. Course Change Descriptions

1. Prefix - no change - CHEM

2. Number - no change - 181

3. Title - no change - General Chemistry

4. Credits - no change - 4

5. Prerequisites - change wording

currently Prerequisites, high school chemistry and qualification for MATH 163.1 or math placement exam, or permission.

proposed Prerequisite, knowledge of high school algebra. High school chemistry is recommended.

6. Course description - entire description is prerequisite statement (see #5 above)

7. Examples of other qualifications or restrictions - N/A



**Proposed Changes to General Education Program  
Faculty Senate Meeting, February 3, 1999**

**BASIC SKILLS REQUIREMENT.** All students must satisfy the following requirements in basic academic and intellectual skills:

- (a) UNIV 100, Advising Seminar (1). Only required of students who enter Central with fewer than 45 credits. Credit will not be allowed toward meeting Bachelor's degree requirements.
- (b) ENG 101 (3) and ENG 102 (3). Students must pass an Intermediate Writing Assessment examination in order to pass ENG 102;
- (c) either MATH 101 (5), MATH 163.1 (5), MATH 163.2 (5), MATH 164.1 (5), or MATH 172.1 (5);
- (d) either MATH 130.1 (5), PHIL 201 (5), or CS 105 (4);
- (e) one year of college or university study of a single foreign language or two years of high school study of a single foreign language;
- (f) students must either pass an examination in the fundamentals of computing prior to taking more than 60 credits at Central Washington University or take and pass one of the following classes:

|                     |                                       |
|---------------------|---------------------------------------|
| ADMG 101            | Computer Applications (3)             |
| <del>BSED 316</del> | <del>Education Technology (3)</del>   |
| CS 101              | Computer Basics (4)                   |
| <del>EDCS 316</del> | <del>Educational Technology (3)</del> |

=====

**II. SOCIAL AND BEHAVIORAL SCIENCES.** Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

**Perspectives on the Cultures and Experiences of the United States.** An introduction to the institutions, cultures, and traditions of the United States intended to encourage a critical and analytical understanding of how the past affects the present and the future. An introduction to the complexities of social, economic, and political processes, issues, and events in the United States intended to provide a context for informed decision-making and citizenship.

|                                    |   |
|------------------------------------|---|
| ECON 101                           | Economic Issues (5)   |
| ECON <del>201</del> <del>356</del> | <u>Principles of Economics Micro</u> <del>Government and Business</del> (5) |
| ETS 101                            | Ethnic Awareness (4)  |
| HIST 144                           | U.S. History Since 1865 (5)   |
| POSC 210                           | American Politics (5)   |
| SOC 101                            | Social Problems (5)   |
| SOC 205                            | American Society (5)  |
| WS 201                             | Introduction to Women Studies (4)   |







## CENTRAL WASHINGTON UNIVERSITY

Faculty Senate

January 29, 1999

Beverly Heckart, Chair  
Faculty Senate Code Committee

Dear Beverly,

Please allow me to convey on my, the Senate Executive Committee's, and on the Senate's behalf our profound thanks and appreciation to you and the members of the Senate Code Committee for your thoughtful and diligent service on behalf of our faculty. Your recent letter (January 20, 1999) to Ivory Nelson outlining the current charges on which you are working, serves to underscore the importance and magnitude of the work performed by the Code Committee. Each of you deserves our unqualified thanks and praise.

The items outlined in your letter to the president contain a wide range of issues of vital importance to faculty. Recognizing this fact, and in the interest of paving the way for the smooth and timely completion of your work, the Senate Executive Committee wishes to offer the following suggestions:

1) As you well know, one of the most fundamental functions of the Faculty Senate is to evaluate, debate, and exercising their responsibilities as elected representatives of the faculty, to approve, amend, or reject the motions arising from the work of Senate committees. In order to perform these legitimate functions, senators have the responsibility to inform themselves and the concomitant need to receive information about the critical issues in a timely fashion. I am, and will continue to urge senators to actively seek out the information which they need to rationally and knowledgeably carry out their responsibilities. As you know, without such action on the part of senators, the Senate degenerates into what some have called a "rubber-stamping body." I sincerely believe that all of us would like to avoid operating in this manner. The regular hearings which the Code Committee holds prior to bringing motions to the floor of the Senate give faculty and senators both an opportunity for inputs, and a chance to inform themselves. Naturally, scheduling conflicts will limit the number of individuals who can attend these hearings. However, I strongly feel that all senators have an obligation to attend these hearings if they are able to do so. In this same vein, Senate committees have an obligation to take into account the legitimate need of Senators to ask questions, debate issues, and to reach a well-informed and well-reasoned decision, once a committee brings a motion to the Senate floor. This specifically means that the "drivers" of a committee's schedule should include the necessary provision of time for the Senate to carry out their responsibilities to both their constituents, and to the faculty and the university as a whole. Keeping these caveats in mind, the Executive Committee of the Senate respectfully and strongly urges you and the members of the Senate Code Committee to:



a) Avoid at all costs bringing all or even the bulk of the work which you have outlined in your letter to president Nelson to the floor of the Senate for consideration as a single package.

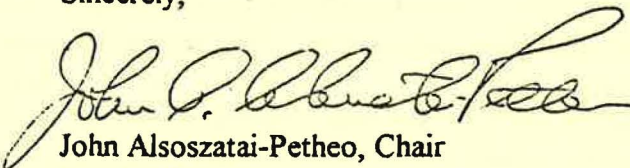
b) Plan and allow for sufficient time to permit senators the opportunity to ask questions, debate the merits, and decide on the motions which the Code Committee brings to the Senate in a timely but reasonable time frame.

c) Consider that failing to allow for the time needed by the Senate to properly do its work may result in delays, postponement of motions, and failure to meet other deadlines external to the Senate. Since your letter to the president represents a request to postpone one such critical deadline, the Executive Committee of the Senate felt that it was essential that the Code Committee should be informed, and have the opportunity to also factor in the needs of the Senate in planning the committee's schedule of activities for the remainder of the school year.

2) Among the items enumerated in your letter to the president, one, and possibly two of the items under section I address issues connected to the work of the Senate's Ad Hoc Equity Committee, and the external consultant whose work should be finished by the beginning of April, 1999. The Executive Committee and the Senate have endorsed their efforts, and would like to facilitate the production of a set of recommendations which will result in a clear and practical solution to the equity/compression problems of Central's faculty. Our concern is that if these two committees do not coordinate their work, the resulting differences might prevent the immediate implementation of the recommendations of the equity study. Therefore, the Executive Committee requests that the Code Committee coordinate their efforts with the work of the Senate's Ad Hoc Equity Committee and the external consultant to prevent any further delays in the institution's ability to address and correct inequities in faculty salaries.

Once again, let me thank you and the members of the Code Committee for all your steadfast work and dedication. Your contributions are much appreciated, and we look forward to working with you through what promises to be a very busy and productive time for you and the Faculty Senate.

Sincerely,



John Alsoszatai-Petheo, Chair  
Faculty Senate

c: Code Committee Members:

Bill Benson, Ethan Bergman, James Eubanks, David Majsterek, Linda Raubeson

Ad Hoc Salary Equity Committee Members:

Jean Abel, Daniel CannCasciato, Susan Donahoe, Karen Gookin, John Lasik, Richard Mack, Russ Schultz, Harris Smith

Faculty Senators